

The SPEAKER pro tempore (Mr. QUINN). The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and pass the Senate bill, S. 2323.

The question was taken.

Mr. GOODLING. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□

GENERAL LEAVE

Mr. GOODLING. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on S. 2323.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

□

IDEA FULL FUNDING ACT OF 2000

Mr. GOODLING. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4055) to authorize appropriations for part B of the Individuals with Disabilities Education Act to achieve full funding for part B of the act by 2010.

The Clerk read as follows:

H.R. 4055

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "IDEA Full Funding Act of 2000".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) All children deserve a quality education, including children with disabilities.

(2) The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) provides that the Federal Government and State and local governments are to share in the expense of educating children with disabilities and commits the Federal Government to provide funds to assist with the excess expenses of educating children with disabilities.

(3) While Congress committed to contribute up to 40 percent of the average per pupil expenditure of educating children with disabilities, the Federal Government has failed to meet this commitment to assist States and localities.

(4) To date, the Federal Government has never contributed more than 12.6 percent of the national average per pupil expenditure to assist with the excess expenses of educating children with disabilities under the Individuals with Disabilities Education Act.

(5) Failing to meet the Federal Government's commitment to assist with the excess expense of educating a child with a disability contradicts the goal of ensuring that children with disabilities receive a quality education.

SEC. 3. PURPOSE.

It is the purpose of this Act to reach the Federal Government's goal under part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) of providing 40 percent of the national average per pupil expenditure to assist States and local edu-

cational agencies with the excess costs of educating children with disabilities.

SEC. 4. AUTHORIZATION OF APPROPRIATIONS FOR PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

Notwithstanding section 611(j) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(j)), for the purpose of carrying out part B of such Act, other than section 619, there are authorized to be appropriated—

- (1) \$7,000,000,000 for fiscal year 2001;
- (2) \$9,000,000,000 for fiscal year 2002;
- (3) \$11,000,000,000 for fiscal year 2003;
- (4) \$13,000,000,000 for fiscal year 2004;
- (5) \$15,000,000,000 for fiscal year 2005;
- (6) \$17,000,000,000 for fiscal year 2006;
- (7) \$19,000,000,000 for fiscal year 2007;
- (8) \$21,000,000,000 for fiscal year 2008;
- (9) \$23,000,000,000 for fiscal year 2009;
- (10) \$25,000,000,000 for fiscal year 2010; and
- (11) such sums as may be necessary for each subsequent fiscal year.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. GOODLING) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania (Mr. GOODLING).

Mr. GOODLING. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I have looked forward to this day for 26 years, and I am glad it has arrived and I hope it is just the beginning.

For many years in the minority, I pleaded and pleaded and pleaded to do something about getting somewhere near that 40 percent of excess costs. Finally, I got the gentleman from Michigan (Mr. KILDEE) to join with me on the Committee on the Budget and as powerful as we two are, we did not move the Committee on the Budget nor did we move the appropriators. But we are still fighting.

Today, of course, we have an opportunity to do something about it. As I have said over and over again, if we would meet that obligation, if we had met it over the years of paying 40 percent of the excess costs, today we are talking probably about \$2,500 per student for each child.

I have said over and over again that how much we could have done over those years in maintaining school buildings, improving school buildings, reducing class size. And then people will say that is not very much money. Well, I have got news for my colleagues. New York City would get \$170 million a year. Twenty times \$170 million sounds like a lot of money to me. Los Angeles, \$95 million every year. Twenty times \$95 million every year sounds like a lot of money to me.

The problem is, we have not met our obligations. If we had met our obligations, of course, we can see on the chart the number of children with disabilities, the national average per pupil in the year 2000 was \$6,300. So 40 percent of that gives about \$2,500 per child.

On the other chart, of course, I indicate what Los Angeles, Chicago, New York City, Dallas, Miami, Washington, D.C., St. Louis, just to mention a few,

would have gotten year after year after year if they had gotten the 40 percent that they expected us to put forth on the excess costs.

I ought to caution, however, that unless we can control over-identification, we can never get to the 40 percent. There is not anybody that has enough money to get to that 40 percent. So we have to work at both ends.

The legislation was proper because the legislation said every child, whether you have a disability or not, should have an equal opportunity for a good education. Our problem is that we did not put our money where our mouth was. That meant that local school districts have had to raise all of this money locally and take it away from reducing classes and away from school construction and maintenance, and they have had to take it away from better education for every other child because they had to fund this 40 percent.

I am very pleased to indicate, however, in the last 4 years we have convinced the budget people and we have convinced the appropriators, and they have upped us \$2 billion each year. That gives us 115 percent increase in a 4-year period, and I am very thankful for that. If we keep doing the same for the next 10 years, we will be in very good shape.

Mr. Speaker, I reserve the balance of my time.

Mr. KILDEE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I join the gentleman from Pennsylvania (Chairman GOODLING) in supporting H.R. 4055. I want to commend the gentleman for bringing this legislation before the House today.

Several years ago, when we both served on the Committee on the Budget, the gentleman from Pennsylvania had the wisdom and the courage to vote for full funding of IDEA. He was the only one on his side of the aisle in that committee to vote "yes," and I certainly appreciate his courage. Despite opposition to this effort, he doggedly pursued this goal.

Mr. Speaker, I admired him for his perseverance then and continue to admire him for it now. The work of the gentleman from Pennsylvania (Mr. GOODLING) has touched the lives of so many children during his career, providing many of them with the means to better themselves.

Today, I find myself as a better person because of the gentleman from Pennsylvania. His retirement at the end of this Congress is a great loss to this institution and to the children of our country.

Having extolled the virtues of my chairman, and he is my chairman and my friend, I also want to discuss the importance of this legislation. When the gentleman from Pennsylvania introduced H.R. 4055, I was pleased to learn that his bill is similar to the text of H.R. 3545, the bill introduced by the gentleman from California (Mr. MARTINEZ) and myself.

I want to especially acknowledge the leadership of the gentleman from California (Mr. MARTINEZ) on this issue. It has been a goal of mine, and that of Members on both sides of the aisle, to provide full funding for IDEA.

With this legislation, we will create guideposts that the Committee on Appropriations can use to put us on a 10-year path to reaching our goal of providing 40 percent of the excess costs of educating a child with a disability. I truly hope that this bill provides the impetus to reach full funding of IDEA. That would be the greatest tribute we could pay to the gentleman from Pennsylvania (Chairman GOODLING).

Clearly, the educational needs of children with disabilities and their access to a free, appropriate public education is a critical issue in assuring they become productive members of our society. Moreover, Mr. Speaker, I believe that Federal funding we target to all populations often provides the link to a high-quality education that would not exist without that funding.

This legislation allows us to take a bigger step towards fully funding IDEA and increasing the funding for all of our Federal educational programs.

Every child has dignity. Every child has worth. Their education must be a high priority. Together with the President, who has shown great leadership in the area of increased education funding, we can and should be making increased investments in education for our Nation and for our children.

In closing, Mr. Speaker, I want to urge Members to support this bipartisan legislation.

Mr. Speaker, I reserve the balance of my time.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentleman from North Carolina (Chairman BALLENGER), and I too want to congratulate the gentleman from California (Mr. MARTINEZ) for his doggedness to help us get this legislation to the floor.

Mr. BALLENGER. Mr. Speaker, I rise in strong support of the IDEA Full Funding Act of 2000.

In October 1997, the 105th Congress reauthorized IDEA, allowing continued funding to the States for education of children with disabilities. In 1997, funding for IDEA was only \$2.6 billion. In the last 3 years, the Republican-controlled Congress has nearly doubled Federal funding on IDEA to approximately \$4.3 billion. Although Congress has allocated more money to IDEA, there is still a shortfall in the obligation to States and local school districts to fund this act.

This bill would free up funds that currently States and local school districts are forced to use to compensate for the Federal Government's failed commitment to fund IDEA. By steadily working to increase IDEA funding to \$2 billion each year annually until 2010, Congress would increase opportunity and flexibility for local school districts to fund the programs that they feel are best for their students, whether it be

school construction, Title I funding, teacher training or smaller classrooms.

Mr. Speaker, it is time that Congress honors its commitment to States and local school districts, and I urge my colleagues to vote for H.R. 4055.

Mr. KILDEE. Mr. Speaker, I yield such time as he may consume to the gentleman from California (Mr. MARTINEZ).

Mr. MARTINEZ. Mr. Speaker, I rise in strong support of H.R. 4055. I would like to give a little history. In 1972, two landmark cases, *Parc* versus the State of Pennsylvania and *Mills* versus the Board of Education, found that children with disabilities are guaranteed an equal education under the 14th amendment.

In response to these cases, Congress enacted the Education for All Handicapped Children Act of 1975, the predecessor of today's Individuals with Disabilities Education act, to assist State and local governments in meeting their responsibility to these children by agreeing to pay up to 40 percent of the excess costs of educating children with disabilities.

However, to date, as the gentleman from Pennsylvania (Chairman GOODLING) has said, the Federal Government has never contributed more than 12.6 percent, leaving States and school districts to make up the difference.

Mr. Speaker, I would like to give an example in my own district. Los Angeles Unified School District, which serves schools in my district, currently spends \$891 million to educate 81,000 disabled students. While the school district receives approximately \$500 million from the State and \$42 million from the Federal Government for that purpose, it still must tap into its general education funds to make up the \$300 million shortfall.

□ 1345

I will say that again, \$300 million shortfall. The share of responsibility that falls on the school district grows every year. That fact has not been ignored by the gentleman from Pennsylvania (Chairman GOODLING), as he has at various times tried to rectify the wrong. Therefore, to help him, to help the L.A. school district and school districts all over the country facing similar situations, I introduced a bill to incrementally increase the amount until we achieved the 40 percent commitment.

My bill would authorize an additional \$2 billion a year for 10 years to reach full funding of IDEA by 2010.

I am extremely pleased that the gentleman from Pennsylvania (Chairman GOODLING) who has been calling for funding and increased funding for IDEA for many years, long before it was politically popular, has embraced this idea of funding IDEA incrementally over a period of time, in his own bill, H.R. 4055.

In my view, his bill, H.R. 4055, is a first good step to funding our commitment, not only to children with disabili-

ties, but to all children, because, after all, the money that goes to disabled children comes from the general fund for the other children.

I hope that H.R. 4055 is the first of many education full funding bills considered by the Congress.

As we move into the 21st century, we must make critical decisions about the priorities of this Nation. In countries like Japan and China, education is a top priority above even defense. This year alone the Department of Defense will ask for \$11 billion in new spending. I do not deny them that. According to OMB's most recent estimates, we can expect an \$80 billion budget surplus.

Certainly if the Department of Defense can get \$11 billion in new spending, we can spare \$2 billion a year to ensure a brighter future for all our children.

Mr. Speaker, I urge my colleagues to support this bill.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentleman from Delaware (Mr. CASTLE).

Mr. CASTLE. Mr. Speaker, I thank the gentleman from Pennsylvania for yielding to me. I, too, rise in support of the legislation before us.

I am a strong believer this is something we really should have done a long time ago at the Federal government level. It is something we should make the commitment to do now because we have to make up for lost time, and it really does free up other opportunities with respect to local and State spending.

We need to understand that we at the Federal Government level only supply about 6 or 7 percent of all of the funding of education in this country. But every now and then, we mandate something. We have done that with children with disabilities. We have said that we have got to educate. The Supreme Court has come along and said, not only do we have to educate, but we have to provide some health services as well.

This is extraordinarily expensive on a local basis; and as a result, we have an obligation, I think, to stand up and to do something about it.

So for all these reasons, I rise in support of the legislation and what the gentleman from Pennsylvania (Chairman GOODLING) is doing, and hopefully this entire body will speak to it in a positive sense.

Mr. KILDEE. Mr. Speaker, I yield 3 minutes to the gentleman from Wisconsin (Mr. KIND).

Mr. KIND. Mr. Speaker, I thank the gentleman from Michigan for yielding me the time.

Mr. Speaker, as a member of the Committee on Education and the Workforce, I rise in strong support of this legislation. I commend the gentleman from Pennsylvania (Mr. GOODLING), chairman of the Committee on Education and the Workforce for his resolute stand on this issue. I am proud to be a supporter, along with the gentleman from Michigan (Mr. KILDEE),

the ranking member on the subcommittee, on this issue as well.

It is a wise investment of Federal funds to see that schools accommodate students with special needs. It is one that Congress has not taken seriously enough throughout the years.

I am concerned, however, that too many of my colleagues, both on the Committee on Education and the Workforce and throughout the rest of the body, use the IDEA funding issue as a tool for divisiveness on education policy.

Reasonable minds, I believe, can disagree over whether the statutory language of IDEA created a Federal mandate to fund 40 percent of the excess cost of education for special education students. If it does create that 40 percent obligation, then we have only lived up to, over the years, roughly 12 or 13 percent of that responsibility. Reasonable minds can also disagree over how exactly those educational services should best be provided.

But we all should be able to agree that this kind of targeted funding to help schools provide a quality education for students with special needs is exactly the proper role for the Federal Government in education.

Accordingly, we should do all we can to fund IDEA at adequate levels. But we should not use IDEA funding to hold the rest of the Federal education program hostage. We should not, as some of my colleagues are quick to do, insist on funding IDEA only or as a prerequisite for any other funding for other important educational goals in this body.

This country has the wealth and the public will to do great things on behalf of our children's educational needs. The question remains, does the Congress have the will to make hard choices across the whole of the Federal budget to see that America's commitment to education is supported?

Unfortunately, the battles over ESEA in both Houses that seem inevitable in the closing months of the 106th Congress leave many in America doubting our collective will and wisdom.

Again, Mr. Speaker, I support the efforts of my colleagues here today in focusing attention on helping to provide quality education to all students. Let us hope that we can continue this effort in a bipartisan fashion when it comes to reauthorizing the whole of the ESEA legislation throughout the remaining months of this session of Congress.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from California (Chairman McKEON).

Mr. McKEON. Mr. Speaker, I, too, rise in strong support of H.R. 4055, the IDEA Full Funding Act. First, I would like to commend the gentleman from Pennsylvania (Chairman GOODLING) for all of his hard work on this important issue. He has long been an advocate for special needs children. His leadership will sorely be missed when he retires at the end of this year.

Now, in this era of budget surpluses, we must resist the temptation to create new untested Federal programs. Instead, I believe that, before we pass any new programs, we must first fulfill a promise we made a quarter of a century ago, a promise to assist our local schools so that they can provide our special needs children with a public education.

Time and again, I hear our States and schools must sacrifice other educational needs and priorities in order to make up for the Federal shortfall on IDEA funding.

For example, the Antelope and Santa Clarita Valleys in my Congressional District must find nearly \$5 million in additional funds to cover the Federal share for educating special education students.

I am sure there are a lot of other things those schools could do with \$5 million if the Federal government would simply live up to its obligation.

I am hopeful the President will join us in this important endeavor. If the President would first fund the special education mandate, our State and local school districts would have the funds to do the things the President proposes, such as building new schools, hiring new teachers, buying more computers, and ensuring accountability.

Already, as earlier speakers have said, the Republican Congress has dramatically increased funding for special education. Under H.R. 4055, this Congress will provide fair Federal funding for special education so, in the end, we can approve special education for all of our children.

Therefore, as a proud cosponsor of the IDEA Full Funding Act, I urge all of my colleagues to vote for this bill.

Mr. GOODLING. Mr. Speaker, I ask unanimous consent that the time be extended 5 additional minutes on each side.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from Georgia (Mr. ISAKSON), a member of the committee.

Mr. ISAKSON. Mr. Speaker, I commend the gentleman from Pennsylvania (Chairman GOODLING) for his commitment to Georgia's children and America's children. Twenty-five years ago, this Congress made a promise with the passage of 42-194 and established public education, a mandate to teach all children regardless of their disability, physical or otherwise. Today, millions of American children, because of special education improvements, now live far more productive lives.

I want to talk about two citizens in my district Jonathon Hughes, a young man wheelchair bound, a young man with learning disabilities, a young man who, at the age of 23, graduated from public high school. It took him 9 years to do it, but because of special education and IDEA, he did it. Had he been

born 20 years sooner, he would have been in a baby-sitting service and never lived the productive life he will now.

Paul Cobb, a foster child, who, without special education, would not have graduated, but today is a productive worker in our society as a professional photographer.

Thousands of stories all over America are true all because of IDEA, but today the promise made 25 years ago is now a promise kept because we in this Congress are saying to America's public schools, we are sending along with a mandate the funds; and with those funds, we will alleviate local pressures, enhance the education of children with special needs. This Congress will have done what it should have done a long time ago; and that is, made an investment in those American children most in need of our attention, most in need of our love, and most in need of this funding.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from Kansas (Mr. MORAN).

Mr. MORAN of Kansas. Mr. Speaker, I thank the gentleman from Pennsylvania for yielding me the time, and I thank him for his support and his introduction of H.R. 4055.

Mr. Speaker, I served for 8 years in the Kansas legislature before being elected to Congress. During that 8-year period of time, it became clear to me that the consequences of the Federal Government's failure to fund special education were dramatic and significant upon the taxpayers of the State of Kansas, upon our school system, and most importantly upon the students.

So it is with pleasure that, upon arriving in Congress, I discovered there was a group of individuals, including the chairman and the ranking member, who were willing and interested in this topic, that cared about the quality of education across the country, and were willing to assist in allowing the Federal Government to at least now gradually meet that mandate.

This year, the Kansas legislature just concluded its session. For that 90-day session, we spent most of it wrangling over the cost of education with a budget shortfall predicted of about \$73 million or \$74 million. Had the special education funding mandate by the Federal Government been fully funded as promised in 1975, the \$75 million that we were struggling to try to find in Kansas would have been there. In fact, it would have been there in double. We would receive about an additional \$143 million.

So it is with pleasure today that I rise in strong support of H.R. 4055 on behalf of the students, teachers, parents, and taxpayers of our State and believe that it is well past time that the Federal Government step forward to meet its commitment. This is a matter of significant importance, and I urge its passage.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentleman from New Jersey (Mr. FRELINGHUYSEN).

(Mr. FRELINGHUYSEN asked and was given permission to revise and extend his remarks.)

Mr. FRELINGHUYSEN. Mr. Speaker, I am pleased to rise today as a cosponsor and in support of H.R. 4055, the IDEA Full Funding Act of 2000 and to thank the gentleman from Pennsylvania (Mr. GOODLING) and his committee for their historic leadership on this special education issue, which is so vital.

Every year, we in Congress talk about the importance of fully funding the Federal Government's share of the Individuals with Disabilities Act, and this bill finally does it, this bipartisan bill.

When the Federal Government neglects its share of IDEA, the State and local governments are forced to pick up the tab. In my State of New Jersey alone, full funding of IDEA would mean an additional \$300 million more per year from the Federal Government, money that local governments could spend to hire new teachers, improve school facilities, or reduce local property taxes.

After 25 years of underfunding IDEA, we are considering legislation which will finally authorize the money needed to finally meet the Federal Government's obligation to this critical program for our children. H.R. 4055 authorizes enough funding to fully fund IDEA by the fiscal year 2010, and it deserves our full support.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentleman from New Hampshire (Mr. BASS) who has been helping us lead this battle the last several years.

Mr. BASS. Mr. Speaker, I thank the gentleman from Pennsylvania for yielding to me. Nobody has led the battle longer and harder than the distinguished gentleman from Pennsylvania (Mr. GOODLING), chairman of the Committee on Education and the Workforce.

Mr. Speaker, I rise in support of the IDEA Full Funding Act of 2000. Full funding of IDEA, as I said, for many, many years now is good for communities. It is good for families. It is good for school boards. But most importantly, it is good for the children who are affected by the funding of this program.

We all recognize that we have a constitutional obligation to provide equal education opportunity to everyone, regardless of disability or need.

Unfortunately, as we have heard over the last few minutes, this government has failed to meet its statutory obligation year after year after year.

Now, with the passage of this bill, we will fully authorize the funding of IDEA over a 10-year period. Now, Mr. Speaker, after the passage of this bill, the challenge moves to the Committee on Appropriations, and it is my sincere hope that the Committee on Appropriations can meet its commitment as is outlined in the sense of Congress and the Budget Resolution to increase

funding for special education by \$2 billion for fiscal year 2001 and meet the authorized levels in H.R. 4055, which I strongly support.

Mr. GOODLING. Mr. Speaker, I yield 1 minute to the gentleman from Louisiana (Mr. VITTER).

Mr. VITTER. Mr. Speaker, I, too, rise in strong support of this bill, which I have cosponsored, and I applaud the gentleman from Pennsylvania (Chairman GOODLING) for his leadership.

Over the last Christmas recess, I spent a lot of my time visiting dozens of schools in my District, and I heard one theme over and over and over again, and it was with regard to IDEA and full funding. We have all heard how, since 1975, the Federal Government has been quick to put mandates on local school systems but has never lived up to its financial commitment. That is what this bill is all about, to finally fund what has been heretofore an unfunded mandate.

It is also important in so many other ways because we talk about reducing class size, putting computers in the classroom, all of these other needs. Fully funding IDEA is probably the quickest way to do that, because this will free up local and State money for other needs that school systems need to address and give them flexibility in the process. That is another reason it is so important.

I have sponsored a separate bill to immediately fully fund IDEA, and I certainly would like to do it quicker. But this bill is very aggressive, very productive. I am a proud cosponsor, and again I applaud the gentleman from Pennsylvania (Chairman GOODLING) on his very productive efforts.

□ 1400

Mr. KILDEE. Mr. Speaker, I yield 2 minutes to the gentleman from Ohio (Mr. TRAFICANT).

Mr. TRAFICANT. Mr. Speaker, I want to thank my distinguished friend and the ranking member, the gentleman from Michigan (Mr. KILDEE), for yielding me this time.

Mr. Speaker, I was not going to speak, but I decided to take just a short period of time. I want to compliment the gentleman from Pennsylvania (Mr. GOODLING) from our neighbor State. I know he is now tied up and occupied over there with matters of this bill, but I just want to tell him that he has helped every American, and I want to echo and associate myself with the comments of one of the most distinguished Democrats in America, the gentleman from Michigan (Mr. KILDEE), when he said that every child and every student in America owes the gentleman from Pennsylvania a debt of gratitude.

I want to personally thank the gentleman from Pennsylvania for being a leader on this bill. This bill would not have happened without him. And I also want to say that he and the gentleman from Michigan (Mr. KILDEE) over the years have set an example for many

Members to look at where bipartisan ship has helped to make America better and stronger.

But I know the gentleman is leaving, and I am sad to hear he is leaving. I think he is truly one of our great leaders. I want to thank him for this bill. I think what he has done on this bill will help America more than anybody might imagine, and I think the fingerprints of the gentleman will be on improvements in education for years to come, even as he is out golfing or doing whatever he wants to do.

I want to close by saying to the gentleman from Michigan (Mr. KILDEE) that he has also been an outstanding leader too. And for the two of these Members to have worked together like they have, and to bring legislation like this to the Congress, is truly helpful for all Americans.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from Kansas (Mr. TIAHRT).

(Mr. TIAHRT asked and was given permission to revise and extend his remarks.)

Mr. TIAHRT. Mr. Speaker, I rise in strong support of this legislation, and I also want to thank the gentleman from Pennsylvania (Mr. GOODLING) and members of his committee for their outstanding work on this legislation. Since 1995, when I came to Congress, we have doubled IDEA funding and that has been a great accomplishment.

Mr. Speaker, Americans are compassionate people. We want every American to be able to climb the ladder of success, even if we have to provide the less fortunate with an escalator. Twenty-five years ago, when the Individuals with Disabilities Education Act was enacted, the Federal Government mandated that our local school systems educate all children, even those with severe mental and physical disabilities.

During the floor debate, it was clear that the Federal Government was committed to paying 40 percent of the cost needed to educate a special-needs child. Today we are falling far short of that mark. Now our good intentions have turned into bad consequences.

The Federal Government's mandate has undermined the public school system's ability to adequately meet the needs of these special children. This is not acceptable for either the children who need special education or those without disabilities who watch their education programs cut in order to fund IDEA.

Educating every child is the right thing to do and I am proud that we are doing that today. Yet IDEA has placed an extreme financial burden on our public schools forcing school districts to rob Peter to pay Paul.

But we can fix this problem. By fully funding IDEA we can put an end to this practice, helping all of our children reach their full potential.

Last week I visited with Barbara Fuller, president of the United Teachers of Wichita, along with a group of special education teachers in my home district. Speaking with them, it became clear the paperwork was also a big burden.

It takes a special and loving person to care for our mentally and physically disabled children. We should be commending their work and doing all we can to make their jobs easier. Instead, Washington and the States drain our teachers' time and patience by forcing them to fill out endless paperwork and Individual Education Plans (IEPs).

This Congress has passed special laws reducing paperwork for small businesses and others; yet we have allowed bureaucrats to expand the number of forms educators are required to fill out. Congress needs to provide an escalator for those with special needs and paper relief for those teachers who dedicate their lives to educating them.

Mr. KILDEE. Mr. Speaker, I yield such time as he may consume to the gentleman from New Jersey (Mr. HOLT).

Mr. HOLT. Mr. Speaker, with thanks and appreciation to the chairman and the gentleman from Michigan, I rise in strong support of increased funding for IDEA.

Mr. Speaker, there is nothing better we can do for this nation than to ensure that all children in all communities have access to a quality education. IDEA was enacted with this credo in mind.

In 1975, Congress enacted this legislation to help states and localities meet their legal responsibility of providing a free and appropriate public education to children with disabilities. Congress' goal was to contribute up to 40 percent of the national average per pupil expenditure for each child with a disability. We are nowhere close to that goal. In fact, we currently provide only 12.6 percent of the national average per pupil expenditure—the most we have ever contributed. According to estimates from the Department of Education, there are 6.3 million children with disabilities being served by our Nation's schools, at a cost to the states of roughly \$73 billion. However, this year, Congress is contributing only \$5 billion in assistance. That is not enough. We must do more to help the state meet our responsibility that we as a society have undertaken.

The Federal Government has always played a role in helping the states provide an education. We have given billions of dollars to ensure that kids from disadvantaged backgrounds have the same educational opportunities as kids from more privileged homes; we have given money to help the states recruit and train teachers; and we have provided assistance to help schools get connected to the Internet. We must not short change the state in this area of IDEA.

This IDEA money benefits more than 6.3 million kids in our schools. It benefits our whole community. It helps ensure that our children will grow up to be valuable and productive members of our communities. Even in this era of hi-tech stocks, where people are becoming millionaires and even billionaires almost overnight, I believe there is no better investment we can make for our future than providing a quality education for all children.

This bill seeks to do that, and I urge my colleagues to support H.R. 4055.

Mr. KILDEE. Mr. Speaker, I yield 2 minutes to the gentlewoman from Michigan (Ms. RIVERS).

Ms. RIVERS. Mr. Speaker, I thank the gentleman for yielding me this

time, and I rise in support of this proposal today.

I am very pleased that we are finally considering moving forward on funding of IDEA. I am concerned, however, that promises are easy and follow-through is not always so easy, especially when follow-through is costly.

Mr. Speaker, there is a \$15 billion walk that goes along with this talk, and I think it is imperative that we discuss that today. Because, frankly, I fear that what we will have is an authorization bill which allows us to make a promise, but no appropriation which allows us to fund the program.

As a matter of fact, I am very concerned that this activity today really represents a fig leaf rather than real progress for American schools. We need authorization, yes; but the real commitment comes when we pass appropriations, when we see the Subcommittee on Labor, Health and Human Services and Education of the Committee on Appropriations pass full funding for this program and then see it pass in the full House.

Now, I am sure this bill will pass today overwhelmingly. I question, however, whether this body will be willing to give the money to effectuate the promise that we make today.

I am also concerned that any proposal that comes forward in appropriations will take from existing educational programs. And of course we will create exactly the same problem that schools struggle with today, which is when we do not fund Federal programs, when we do not fund programs with dollars that schools can rely upon, we ask them to spend their own money to pursue the goals that are currently in effect.

This is a big commitment. The commitment is not just to say we are for it; the commitment is to say we will pay for it. I for one will look at the proposal that comes out of appropriations. Will it be new money? Will it actually be monies going to the schools in a new way that can be used? Or will it simply be a fig leaf which will allow some people to say they support IDEA.

I would hope that the American public will take a look at the names of the people who vote for this proposal today and then line them up come August with the people who vote for appropriations, and we will see whether or not people who give the talk are willing to walk the walk.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from South Dakota (Mr. THUNE).

Mr. THUNE. Mr. Speaker, I thank the gentleman for yielding me this time and for his leadership on this issue.

Mr. Speaker, for too many years the Federal Government has broken its promise to children with disabilities as well as to the local taxpayers. Back when IDEA was first mandated, Congress promised to provide 40 percent of the cost of educating a child with special needs. Yet today we fund less than

13 percent of those costs. As a result, States and local school districts must turn to other sources, mostly local taxpayer dollars, to compensate for the lack of Federal funding. It is time to put an end to this practice.

All across my State of South Dakota, local school districts are forced to take money out of their general funds. Construction plans get put on hold, new teachers are not hired, new programs get pushed aside, and our children pay the price.

I would hope that the administration would support full funding, Mr. Speaker; yet the President's budget falls short of this bill's funding level. I believe the Federal Government must do a better job. This bill will simply commit the Federal Government to do today what it promised to do 25 years ago, and that is provide States and local school districts with the full 40 percent funding.

Mr. Speaker, let us end the IDEA funding gap and support this legislation. And I once again thank the chairman for his leadership on this issue.

Mr. GOODLING. Mr. Speaker, how much time do I have remaining?

The SPEAKER pro tempore (Mr. OSE). The gentleman from Pennsylvania (Mr. GOODLING) has 9½ minutes remaining, and the gentleman from Michigan (Mr. KILDEE) has 12½ minutes remaining.

Mr. GOODLING. Mr. Speaker, I yield 2 minutes to the gentlewoman from Maryland (Mrs. MORELLA).

Mrs. MORELLA. Mr. Speaker, I thank the gentleman for yielding me this time; and I want to thank him for his leadership on IDEA. Indeed, as he goes off to do other things, leaving this Congress, he will be remembered for many education programs, and IDEA will indeed be among them.

Mr. Speaker, I certainly want to express my support for H.R. 4055 to fully fund the Individuals with Disabilities Education Act. Twenty-five years ago, Congress enacted and President Ford signed the Education for all Handicapped Children Act. Mr. Speaker, in this country education is a right; it is not a privilege. In my opinion, IDEA is one of the most important civil rights that has ever been written into law.

The basic premise of this Federal law, now known as IDEA, the Individuals with Disabilities Education Act, is that all children with disabilities have a federally protected civil right to have available to them a free appropriate public education that meets their education and related services needs in the least restrictive environment. The statutory right articulated in IDEA is grounded in the Constitution's guarantee of equal protection under law and the constitutional power of Congress to authorize and place conditions on participation in Federal spending programs.

Actually, getting to the heart of it, IDEA established the Federal commitment to provide funding at 40 percent of the average per-pupil expenditure to

assist with the cost of educating students. Today, IDEA is funded at 12 percent of the average per-pupil expenditure, much higher than the 7 percent of 5 years ago, but this is not good enough when we talk about 40 percent.

That is the goal that we have to continue to work to reach, and this bill is a good step. It urges Congress to fully fund IDEA while maintaining its commitment to existing Federal education programs so that we can ensure that children with disabilities receive a free and appropriate public education and, at the same time, ensure that all children have the best education possible if we just provide fair Federal funding for students with disabilities. I urge my colleagues to support H.R. 4055.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from Florida (Mr. WELDON).

Mr. WELDON of Florida. Mr. Speaker, I thank the gentleman for yielding me this time, and I rise today in support of H.R. 4055, authorizing full funding for IDEA.

Before we even consider any new programs for education, we need to fulfill our promise to fund this program. In 1975, the Federal Government committed to providing 40 percent of the funding for IDEA, while 60 percent was to come from State and local governments. Under the Democrat-controlled Congress, IDEA was funded at a dismal 7 percent. Only 7 percent for 24 years. Today it is at 12 percent.

This Republican Congress has nearly doubled the Federal commitment to these children, but much more needs to be done. Teachers in my district have told me over and over again how much difficulty they have meeting the IDEA requirements, and still these teachers are expected to perform with inadequate Federal funding. It is a disgrace that my State and all others have been forced to take money away from other programs to cover unpaid Federal shares of IDEA.

Let us fully fund IDEA and free up State and local money to meet other needs, such as books, construction, and, yes, more teachers and technology in the classroom.

Mr. KILDEE. Mr. Speaker, I yield 2 minutes to the gentleman from Tennessee (Mr. FORD).

Mr. FORD. Mr. Speaker, I thank the gentleman for yielding me this time; and to my friend, the gentleman from Pennsylvania (Mr. GOODLING), I join with all my colleagues in thanking him for his service over the many, many years.

The gentleman from Pennsylvania (Mr. GOODLING) and I have some things in common, as he and I both know, but perhaps some of our colleagues who might listen to some of our exchanges in the committee may not believe. The gentleman from Pennsylvania came to Congress in 1974, succeeding his father. I succeeded my father in 1996. My father started in Congress the same year the gentleman from Pennsylvania started.

Mr. Speaker, I can remember standing with my dad as he took the oath of office here on the floor, and me holding my hand up as well with my dad knowing one day I wanted to come here and serve as well.

□ 1415

The gentleman from Pennsylvania (Mr. GOODLING) obviously had that same passion early in life and was able to not only come here and do a great job representing his constituents but do a good job on behalf of the children around this country.

I rise in strong support of this effort today and would join colleagues on both sides of the aisle in searching for ways in which to make this a reality.

In fairness to the gentleman from Pennsylvania (Chairman GOODLING), there are many on both sides who demagogue this issue at times, and in fairness to him, he has been since my short time in the Congress, he has been an outspoken leader on the committee and has been consistent in all of his language. And I appreciate that.

I would hope that as the gentleman from Pennsylvania (Chairman GOODLING) moves on to do what I would not necessarily say bigger and better things, because I think we are doing important things here in the Congress, but as he moves on to do more fulfilling things in his life, I would hope that those of us here would take seriously what he is asking us to do today.

As we propose tax proposals and other revenue generating in other ways in which to further the prosperity or prolong the prosperity of this great economy, I would hope that we would be mindful of the fact that we have initiatives and programs like this, commitments that this Congress made to States including mine, Tennessee; California; Michigan; Pennsylvania; and New York. I would hope that as we offer proposals before this Congress that we would keep in mind that we have obligations and have commitments.

I thank the chairman for his leadership on this issue for many, many years. I look forward to even working with him when he leaves this Chamber in continuing to work on behalf of children.

Mr. GOODLING. Mr. Speaker, I yield 1½ minutes to the gentleman from New York (Chairman GILMAN).

Mr. GILMAN. Mr. Speaker, I thank the gentleman for yielding me the time.

Mr. Speaker, I am pleased to rise today in full support of H.R. 4055, calling for full funding for IDEA, the Individuals with Disabilities Act.

I commend the gentleman from Pennsylvania (Mr. GOODLING), our distinguished chairman of our Committee on Education and Workforce, for his continual efforts to raise the need for fully funding IDEA.

In passing IDEA in 1975, Congress required Federal, State and local governments to share the cost of educating

children with disabilities; and when enacted, the Federal Government was to assume 40 percent of the national average per-pupil expense for such children.

While Congress has authorized this program since 1982, appropriation levels has never come close to the stated goal of 40 percent.

The result has been an enormous unfunded mandate on State and local school systems to absorb their cost of educating students with disabilities, leading to the draining of school budgets, decreasing the quality of education, and unfairly burdening our taxpayers. Local school districts have had to spend as much as 20 percent of their total budgets to fund IDEA.

Once the Federal Government begins to pay its fair share, local funds will be available for school districts to hire more teachers, reduce class size, invest in technology, and even lower local property taxes for their constituents.

H.R. 4055 demonstrates our commitment to our Nation's children and their education in their already overburdened school districts.

I applaud the gentleman from Pennsylvania (Chairman GOODLING) and the Committee on Education and the Workforce for their dedication to the education of children around the Nation. And accordingly, I urge our colleagues to fully support this important legislation.

Since the Republican Party took control of Congress, I.D.E.A. appropriations have jumped dramatically. Since 1995, the funding levels have jumped 85 percent and have demonstrated our commitment to help States and local school districts provide public education to children with disabilities. It is now time for this Congress to make good on its promise to fully fund I.D.E.A. at 40 percent. We can no longer let the States try to make up the difference between the funds they have been promised and the funds that they actually receive.

In my congressional district, the schools are feeling the negative effects of the lack of idea funding. East Ramapo School District in Rockland County should receive \$2.04 million in I.D.E.A. money but according to 1995 figures, they only saw \$398,000. That is a difference of \$1.6 million. Similarly, the Middletown City School District in Orange County was expecting \$1.6 million but actually only saw \$316,000. A difference of \$1.3 million.

In addition to cutting I.D.E.A. funding, the President refuses to recognize the strain on local school districts by requesting no increase in funds for grants to States for providing assistance to educate children with disabilities. Moreover, the President wants to create new Federal programs which will do good things for this country, but shouldn't we be concerned about the programs we already have, but never fund completely? We cannot continue to underfund I.D.E.A. and impose this unfunded mandate on the States while introducing new ones.

Mr. Speaker, it is time for this Congress to show that we are truly concerned about our Nation's children's education. By fully funding I.D.E.A., Congress will simultaneously ease the burden on local school budgets while ensuring that students with disabilities receive

the same quality of education as their non-disabled counterparts.

H.R. 4055 demonstrates our commitment to our Nation's children, their education and the already over-burdened school districts. I applaud Chairman GOODLING and the Education and Workforce Committee for their dedication to the education of our children around the country and, I urge my colleagues to fully support this vital legislation.

Mr. KILDEE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, this bill starts us on a real measurable track to full funding of IDEA. Again, I wish to thank my chairman and my good friend, the gentleman from Pennsylvania (Mr. GOODLING), for bringing this bill to the floor and to the children of this country.

Mr. Speaker, I yield back the balance of my time.

Mr. GOODLING. Mr. Speaker, I yield myself the balance of the time.

Mr. Speaker, as I said at the beginning of our discussion this afternoon, it was a lonely road for many, many years; and then I met my good buddy, the gentleman from Michigan (Mr. KILDEE) and the road was not as lonely as it was. And then we picked up one or two, the gentleman from Maryland (Mr. HOYER), and then since that time it has grown and grown and grown.

Because the people back home are realizing that, hey, we cannot provide the education for all of our students because of something that they did not necessarily mandate, they highly recommended, and I put that in quotes, because if they did not do it they were in real trouble. And rightfully so. Because, as I also said earlier, every child should have an opportunity for a good education.

I thank the gentleman from California (Mr. MARTINEZ) again who joined with us in this effort.

What I want to point out, the gentleman from Michigan was quite concerned as to whether we would keep our promise that we are making today since we did not keep our promise before. Well, I will not be here, so I cannot say, yes, they will.

Many of my colleagues who spoke today will be here, and so it is their responsibility to make sure that that happens.

However, I want to point out that keeping what we are promising today is not anything differently than we were able to get the leadership and then the appropriators to do the last 4 years. That is what they have been doing.

So on the chart I show the President's request in yellow and what the Congress came up with. So we see in 1997 the yellow, and then the red is the Congress. And we see in 1998 the yellow, and the red is the Congress. In 1999 the yellow is the present; the red is the Congress. Each time we have gone up, up, up. So we have increased 115 percent in the last 4 years.

So I would say to her, if she is able to keep moving everybody the way they have been moving the last 4 years, the

way our leadership and the way the appropriators have moved the legislation, we should not have any problem because those are the steps that we are suggesting that they take now.

Again let me remind everyone that when I came here as a superintendent, I realized that one of the most difficult things we had to do back in the local district was to take State mandates, Federal mandates, rules and regulations from both the State and the Federal Government, and then try to find some way to finance the overall education program.

With this 40 percent, as I mentioned, just in New York City alone we are talking about \$170 million every year. In Los Angeles, another \$90-some million. So we are talking about big dollars that would have been coming every year to help local districts if we would have only put our money where our mouth was.

Well, we cannot do anything about the past. We can do something about the present. Continue what we have been doing in the last 4 years and we will give the greatest gift to children in this country we possibly can give because we will give an opportunity for local districts to give every child a good education because they will have the money freed up from the mandates that come from here.

Let me caution all of those on the State level. I am seeing all over this country that their regulations are even worse or greater than ours from the Federal level. So to the local school boards and to the local parents, I say make sure they know exactly what regulations have been piled on at the State level on top of what we have done.

Now, they do it for one reason I am sure; and that reason is they fear that if they are not doing everything we say they are supposed to do, they are going to lose their money, so they go overboard.

Again, we are on the right track. For those of my colleagues who will be back for years to come, and I am sure some of them will, make sure that they put their money where their mouth is and every child will have a far better education in this country.

Mr. TERRY. Mr. Speaker, I rise today in support of full funding for special education.

All children deserve a quality education, including children with disabilities. Over 24 years ago Congress committed to contribute up to 40 percent of the average per pupil expenditure of educating children with disabilities. We must keep this promise. The Federal Government has failed to keep its commitment to assist states and localities. This contradicts the goal of ensuring that children with disabilities receive quality educations. By keeping our promise, Congress will give state and local school districts the flexibility to educate children in the best possible way.

This vote is an important step in securing the future of our children. Currently school districts have to divert money from their general fund to cover the costs of special education. When school districts are relieved of these

federally mandated costs, the result will be increased flexibility in education. Necessarily undertakings such as wiring schools for new technology, increasing teacher salaries, new school construction, and local tax relief will be possible with these long-overdue funds.

This vote is an important step forward in fulfilling our Nation's commitment to children and families who need special education services and to the local school districts that have been paying these mandated costs since the mid-1970's. Recent increases in Federal funding and the proposed schedule to fully fund these costs by 2010 represent significant relief for the local school districts in Nebraska and all across America.

Mr. TALENT. I rise today in strong support of the IDEA Full Funding Act of 2000. Mr. Speaker, 25 years ago Congress made a promise to children and families with special education needs under the Individuals with Disabilities Education Act [IDEA]. Under IDEA the Federal Government promised to provide children with disabilities access to quality public education, as well as to contribute 40 percent of the average per pupil expenditure to assist state and local schools with the additional cost of educating these students. Mr. Speaker, to date the Federal Government has failed to meet this commitment to assist the states and local school districts.

During the past four fiscal years the Republican majority in Congress has increased Federal funding for IDEA by 115 percent or \$2.6 billion. Sadly, even with the increase, the Federal Government has never contributed more than 12.6 percent of the national average per pupil expenditure to assist children with disabilities. That is less than 1/3 of the funding Congress promised under IDEA.

The Congressional Research Service estimates that more than \$15 billion would be needed to fully fund the Federal portion of IDEA. In fiscal year 2000 IDEA received \$4.9 billion, leaving states and school districts with an unfunded mandate of more than \$10 billion. This is \$10 billion dollars that states and local school districts could have spent on smaller class size, school construction, new computer equipment, and hiring new teachers; instead this money is being spent to cover the Federal share of IDEA. What does that mean for the State of Missouri, Mr. Speaker? The additional funds needed to meet the commitment to the State of Missouri is over \$161 million this year. What does that mean for St. Louis? The additional funds needed to meet the commitment to St. Louis is over \$8 million this year.

Mr. Speaker, it is essential that Congress fully fund IDEA and this legislation is a step in the right direction. This legislation authorizes an increase of \$2 billion per year to meet the Federal commitment of 40 percent by the year 2010. Mr. Speaker, 25 years ago the Federal Government placed a mandate on our state and local school districts to provide education for all special needs and disabled students. The Federal Government also promised to pay 40 percent of the average cost of the average per pupil expenditure. Today, there is a lot of talk about new education programs and new education initiatives but we still have yet to meet the Federal commitment to IDEA. IDEA is the mother of all unfunded mandates. Local schools are required by Federal law to meet the special education needs of our Nation's IDEA students. It is time that Congress gives

our schools the resources that were promised to provide all children with disabilities a quality education.

Mr. HORN. Mr. Speaker, I am pleased to join with my colleague, Mr. GOODLING, in supporting H.R. 4055 that will increase the educational opportunities of all of America's students. Twenty-five years ago, Congress passed the Individuals with Disabilities Act, making it possible for children with disabilities to receive a quality public education, get jobs, and lead more productive and fulfilling lives. When this legislation was passed, the Federal Government committed to paying 40 percent of the cost of educating these students. Currently, the Federal Government pays only 13 percent of the cost of IDEA.

Over the past 5 years, special education funding has increased by more than \$2.7 billion. I commend my colleagues on the House Budget Committee and the Appropriations Committee for recognizing the importance of special education. As important as these increases are, they are not enough. Special education is expensive. The average cost of educating a special education student is more than twice the national average per pupil cost of \$5,955. Schools with already strained resources are struggling to educate these students.

To mandate that the States provide special education services without adequate funding is grossly unfair, both to the States and to the students themselves. H.R. 4055 would eliminate this unfunded mandate by requiring that the Federal Government provide the 40 percent that it promised. This legislation is an important step in ensuring that this commitment is honored. The additional funding provided by this legislation will significantly improve the quality of education for special education students across the country. I urge my colleagues to support H.R. 4055 and I urge the House to pass it.

Mr. MCINTOSH. Mr. Speaker, I rise in support of H.R. 4055, the IDEA Full Funding Act.

In the 1970's, the U.S. Supreme Court ruled that children with disabilities are entitled to a free, appropriate public education. In 1975, Congress passed the All Handicapped Children Act to ensure that children with disabilities received a quality education. In the 105th Congress, we built on this law by passing the IDEA Improvements Act of 1997 which strengthened the program. The IDEA Improvements Act, like the earlier 1975 act, pledged to fund 40 percent of the average per-pupil expenditure to educate children with special needs. Unfortunately, the Government has fallen far short of this goal, providing a mere 11 or 12 percent a year for the costs of IDEA. Although Republicans have increased funding for this program, funding still falls woefully short.

Last year, Congress provided \$5.0 billion for the grants to states program, which assists participating states in providing a free appropriate public education to school-age children with disabilities. An estimated \$15.8 billion would be required to provide states the maximum allotment allowed per disabled child served last year, about 3.1 times more than the appropriation of \$5.0 billion.

To address the underfunding of IDEA, I joined the chairman of the Education and the Workforce Committee BILL GOODLING in introducing the IDEA Full Funding Act of 2000, which provide an authorization schedule for

reaching the Federal mandate to assist states and local school districts in the excess costs of educating children with disabilities. It will fulfill the promise made by Congress in 1975 and again in 1997 to provide 40 percent of the national average per pupil expenditure to assist states and local school districts in paying the excess costs of educating children with disabilities. In other words, it will help us fulfill our promise to states and schoolhouses and ultimately, the children who attend those schools. It will help ensure that no child is left behind.

The IDEA Improvements Act makes the following statement, "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

The IDEA Full Funding Act backs this statement with the funds to carry it out. There are 146,550 special education students in Indiana. For their sake and for the sake of other special education students, I support this important piece of legislation.

Mr. KUYKENDALL. Mr. Speaker, I rise today to express my strong support of H.R. 4055, a measure to fully fund the Individuals with Disabilities Education Act (IDEA). Twenty-four years ago, Congress made a promise to children and families with special needs. That promise was to provide children with disabilities access to a quality public education by contributing 40 percent of the average per student expenditure to assist states and local schools with the extra costs of educating these children. However, since 1975 when IDEA was signed into law, Congress has consistently failed to meet its financial commitment.

Every child deserves a first rate education. We can no longer tolerate the inadequate education that special-needs children have received. Congress has ignored its IDEA funding obligation, burdening state and local governments with unfunded mandates. The time has come for Congress to fulfill its commitment to children with disabilities and fully fund IDEA.

Today's legislation authorizes increases of \$2 billion a year to meet the federal government's commitment of 40 percent per student expenditure by the year 2010. This measure is a step in the right direction in ensuring that all children receive a quality education.

Mr. HILLEARY. Mr. Speaker, when the federal government originally created the mandate on local districts stating that they must comply with the Individuals with Disabilities Education Act, also known as IDEA, the federal government promised that in exchange for imposing these new constraints, it would provide 40 percent of the cost. In reality, we have supplied only about 12 percent of the cost. I think this is shameful. If you make a deal, you should keep your side of the bargain. Think of all the local school money that could be used on teachers, buildings and teaching supplies that instead must be used on special education because the federal government will not give their promised share.

That is why I am such a strong supporter of H.R. 4055, the IDEA Full Funding Act of 2000. As an original cosponsor of this legislation, I support the effort to channel our education

dollars into IDEA. Such an action will not only help the disabled children this act serves, but also allow for more flexibility to local schools in the use of their funds.

This act works by setting up a definitive time line in an effort to meet the government's goal of funding 40 percent of the per pupil expenditure associated with IDEA. By setting up a set of goals, we finally are taking definitive steps in meeting the obligation we owe to our states, local communities and, most importantly, the disabled which they serve.

This effort to fully fund IDEA is just another in a long running desire by this Congress to aid our special needs children. Already, the 12 percent funding that I mentioned earlier represents a doubling of previous funding levels before 1994. In addition, as a member of the Budget Committee, I am proud that we were able to make fully funding the IDEA a priority above all other new education programs in the federal budget that passed this year. In addition, last year we overwhelmingly passed of H. Con. Res. 84, a resolution urging the President to fully fund IDEA, of which I was a cosponsor and strong supporter.

Unfortunately, we still have a long way to go. Some in government just do not believe that this is a high priority. For example, the President traditionally refuses to increase IDEA funds in his budget. In addition, we must also address the problem associated with over identifying individuals who qualify as special needs. As a result, these individuals dilute the funds intended for those disabled children who desperately need these funds. I hope that we can overcome obstacles like this when it comes time to fund this program in the appropriations process this year and years to come.

Ms. SANCHEZ. Mr. Speaker, I rise today in support of the Individuals with Disabilities Act, IDEA.

As Orange County's representative to the Education and Workforce Committee, I know that many of the students, schools and families in my district rely on IDEA funding. All children are entitled to a quality public education with the resources that will enable them to fully pursue their academic dreams.

The Individuals with Disabilities Act is an important part of our national education program. IDEA has brought many students with disabilities the educational resources they need, empowering them to become contributing members of society.

Inadequate IDEA funding has been a widespread problem for many years. Although we have recently increased federal funding, IDEA is still only funded at 12 percent of the average per-pupil expenditure. While this is much higher than the 7 percent of five years ago it is, as many advocates and educators have stated, still inadequate. Full federal funding would enable local school districts to focus resources on other needs.

Today the House has an opportunity to keep our promise to America's public schools by increasing IDEA funding. H.R. 4055, the "IDEA Full Funding Act of 2000" will authorize funding to reach the federal government's goal of providing 40 percent of the per-pupil expenditure over the next 10 years. I am a cosponsor of this bill and am proud to support this legislation.

Our students, their families and our schools have asked Congress to keep its commitment. Today I ask my colleagues to join me in ensuring that these special children will have access to a quality education.

Mr. BEREUTER. Mr. Speaker, this Member rises today to express his strong support for H.R. 4055, the IDEA Full Funding Act of 2000, of which he is a cosponsor.

Within his home state of Nebraska, the number of children enrolled in special education programs has risen 3,700 students from 1995–1999, a nine percent increase. To continue supporting these increasing numbers, we must fulfill the commitment by Congress made in 1975, prior to my service in the U.S. House to fund IDEA at 40 percent. This is a classic and very damaging unfunded mandate.

Currently the Federal Government is funding an average of 12.6 percent of the per-pupil expenditure for children with disabilities. The other 27.4 percent of our unfilled promise is a burden that state and local governments are having to include in their budgets. This Member has said for many years now that the one significant way that Congress can help decrease property taxes for my Nebraska constituents is to keep the promise to provide 40 percent of the costs of special education.

Nebraska is currently facing teacher shortages and has among the lowest teacher salaries in the country and yet continues to produce top-ranked students. By meeting this commitment and fully funding IDEA, Nebraska could use its state and local dollars to meet the needs of attracting and maintaining quality teachers or direct dollars to programs the local school districts deem to be priorities, such as school modernization, curriculum improvement or more advanced technology.

Mr. Speaker, this Member encourages his colleagues to meet our commitments and phase-up that 40 percent by the year 2010. Support the IDEA Full Funding Act of 2000.

Mr. ROGAN. Mr. Speaker, I thank the gentleman from Pennsylvania and my colleagues from the Education and Workforce Committee for their leadership on this issue.

The IDEA program was developed as a partnership, uniting local and federal education funds for students with disabilities. Under this program, the federal government committed to funding up to 40 percent of the average cost of educating disabled students.

Sadly, over the lifetime of this bill, the government has never contributed more than about 12 percent of the average. The time has come for Congress to pay its fair share in this long unfunded mandate.

Despite the federal government's two-decade old commitment to educating disabled students, Congress has never once funded its full share, leaving local and state educators to scramble for funds to pay for special education programs.

The result has been an unnecessary and unfair competition, pitting the funding needs of disabled students against the needs of students in traditional programs. In turn this has spurred excessive litigation resulting in exorbitant costs for local educators. By failing to meet its original commitment, the federal government has put local educators in a financial catch-22. The bill we support will aid in ending this crisis, and enact much needed reforms in the IDEA program.

H.R. 4055, the Individuals with Disabilities Full Funding Act will guarantee that the federal government keeps its commitment to support local education programs for students with disabilities, and authorize the federal government to fund the full 40 percent of the cost of local programs for students with disabilities.

The IDEA Full Funding Act will authorize approximately \$7 billion in FY 2001 and expand this allocation by \$2 billion per year over the next decade. It is a necessary measure and will help the federal government maintain its commitment to provide a quality education to disabled students.

I urge my colleagues to join me in supporting the long-overdue proposal, and thank the gentleman for his leadership on this vital issue.

Mr. MOORE. Mr. Speaker, I am pleased that today the House of Representatives is rising above partisan politics to address a matter of utmost importance. Be it urban, rural, small or large, every school district in our country is suffering because the federal government had not made good on its 1975 commitment to fund 40 percent of education costs for special needs students.

I commend Chairman GOODLING for bringing this bill to the floor, and for his commitment to fully fund IDEA by 2010. Fulfilling our commitment to our special needs students is absolutely the right thing to do.

I would like, however, to challenge this House today. I'll take this bill and raise you one. I urge my colleagues to cosponsor H.R. 4090, a bill introduced by Representative VITTER of Louisiana. This bill would fulfill our commitment to our schools and our children in two years. I know this is an ambitious goal, but I think 25 years of unfulfilled promises is long enough. So does Representative VITTER. I am one of a group of cosponsors from both sides of the aisle who think our government should step up to the plate and make good on its promise.

I urge my colleagues to pass this bill today. And tomorrow we should come to this floor and pass H.R. 4090, the IDEA Keeping our Commitment Act. It's the right thing to do and it's about time.

Mr. BLUMENAUER. Mr. Speaker, my goal in Congress has been the promotion of livable communities. A community that is safe, healthy and economically secure must view educating our children as a priority. The well-being of our families depends upon the health of our schools.

In the 94th Congress, we mandated—appropriately—that there would be special education access for children with severe learning disabilities. Along with that mandate came a promise that the federal government would pay 40 percent of the cost. This too was appropriate, for these children are the most difficult and expensive to educate. Unfortunately, the federal government has not met this important commitment. Funding has fallen as low as 9 percent, and currently, we fund only 12.6 percent of the average per pupil expenditure to assist children with disabilities. As a result, the financial burden has fallen on local districts.

I am proud to support H.R. 4055, the IDEA Full Funding Act, which addresses the critical issue of assistance for the children whose needs are the greatest. This bill authorizes increases of \$2 billion a year to meet the federal commitment of 40 percent by the year 2010. I have cosponsored similar legislation because programs such as IDEA offer the chance to improve the lives of more disabled people than ever before.

Livable communities are for all of us, not just a select few. The federal government should lead by example in offering the best

possible education to our nation's disabled children.

Mr. RAMSTAD. Mr. Speaker, I rise in strong support of H.R. 4055, the IDEA Full Funding Act. I am proud to be a cosponsor of this important legislation.

It is high time the federal government kept its statutory commitment to fully fund the Individuals with Disabilities Act (IDEA).

In 1975, the Federal Government mandated that all states provide Free Appropriate Public Education (FAPE) to all children with disabilities by 1978. This law established a federal commitment to provide funding aid at 40 percent of the average pupil expenditures to assist with the excess costs of educating students with disabilities.

Unfortunately, annual appropriations for IDEA have not even come close to the 40 percent level! Before Republicans took control of the Congress in 1995, the federal government was only paying 7 percent of the average per pupil expenditure. We are now paying 12.6 percent of the cost, but this still is not enough.

The Congressional Research Service (CRS) estimates that almost \$16 billion would be needed to fully fund Part B of IDEA. The FY2000 appropriations for Part B was \$6 billion, leaving State and local governments with an unfunded mandate of nearly \$10 billion.

Local school districts currently spend on average 20 percent of their budgets on special education services. Much of this goes to pay the unpaid Federal share of the mandate.

Passing H.R. 4055 would be a giant step closer to our goal of fulfilling the promise. If the federal government would keep its commitment, this money could be used to hire and train more high quality teachers, reduce class size, build and renovate classrooms, and invest in technology.

We must improve the education our children receive. A good way to do this is to show a strong federal commitment to education by fully funding IDEA and passing H.R. 4055, the IDEA Full Funding Act.

Mr. GOODLING. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. OSE). The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and pass the bill, H.R. 4055.

The question was taken.

Mr. GOODLING. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

□

GENERAL LEAVE

Mr. GOODLING. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H.R. 4055.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

□

PAMELA B. GWIN HALL

Mr. LATOURETTE. Mr. Speaker, I move to suspend the rules and pass the